Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_

EGE Fiction Reading Rubric

**Reading for All Purposes**: Students demonstrate comprehension of a variety of informational, literary, and persuasive texts.

Your written response to a fiction reading will be evaluated using the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric Category** | Advanced Understanding of Standards (4) | Meets Standards (3) | Approaches Standards (2) | Does Not Meet  Standard (s) (1) |
| Determine a **theme or central idea of a text** and **analyze in detail its development over the course of the text**, including **how it emerges and is shaped and refined by specific details**; provide an **objective summary** of the text.  (CCSS: RL. 9-10.2)  Use literary terms to describe and analyze selections.  (CCSS: RL. 9-10.5) | Student has a sophisticated and accurate understanding of the theme or central idea of the text.  Student correctly identifies use of sophisticated literary elements to strengthen analysis. | Student has an accurate understanding of the theme or central idea of the text.  Student correctly identifies use of literary elements to strengthen analysis. | Student has an incomplete understanding of the theme or central idea of the text.  Literary elements are identified, but there is no explanation as to how those are used in the piece. | Student does not understand the theme or central idea of the text.  Literary elements are not identified. |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  (CCSS: L.9-10.1)  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (CCSS: L.9-10.2) | Demonstrates full command of conventions of Standard English consistent with edited writing; only a few minor errors. | Demonstrates command of the conventions of Standard English consistent with edited writing; some distracting errors. | Demonstrates moderate command of the conventions of Standard English consistent with edited writing; few patterns of errors. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, or a variety of other offenses. |

Comments: